THE EFFECT OF BALANCE TRAINING ON IMPROVING SHOOTING SKILLS AND THE BASKETBALL DEBATE AMONG THE STUDENTS OF THE FACULTY OF PHYSICAL EDUCATION AND SPORTS

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Abstract

The effect of balance exercises on improving the skills of shooting and dribbling in basketball among students of the Faculty of Physical Education and Sports. This study aimed to demonstrate the effect of physical balance exercises on the skills of shooting and dribbling among female students of the Faculty of Physical Education and Sports at Al-Aqsa University, the sample consisted of 30 female students of the Faculty of physical education and Sports in the year of 2022/ 2021, and the sample, which was chosen randomly, represented 75% of the original community. The study tool was skill tests, and the researcher followed the experimental approach based on a pre-post design for two groups (experimental and control).

The most important results of the study:

- The results of the study revealed that physical balance exercises have a positive impact on the development of the skills of shooting and dribbling, for the experimental group, in favor of the post application.
- There are also differences between the experimental group and the control group in the post application, in favor of the experimental group.
- Experimental group, in favor of the post application.
- There are experimental group and the control group in the post application, in favor of the experimental group.

The most important recommendations:

- Where the combined improvement rate in dribbling reached (18.03%), and the combined improvement rate in shooting reached (24.4%).
- The study recommended adopting the use of physical balance exercises in training basketball skills, for all levels of players - young and old - of both sexes.
- In addition to holding training courses and workshops for trainers of sports clubs to develop their training skills in the use of physical balance exercises by training skills in various team games.

Keywords: Balance exercises. Shooting. Negotiation skills

Introduction

Offensive skills represent an inevitable necessity in basketball, as its various problems must be addressed in a sound scientific manner, which requires the application of modern methods to achieve its goals. Represented by the use of kinetic balance in learning offensive skills in basketball, which is represented in dribbling and shooting, and is considered one of the most important basic skills in basketball. Given the importance of basketball and the extent of interest of the players and the masses in this game, shooting. It is considered one of the important skills in basketball.

In this regard IArithmetical averagesil Muhammad Abd Al-Rahim (2010 AD: 77) mentions that shooting is considered one of the most important offensive skills in basketball. It has an effective effect in ending the match and confusing the opponent's defenses. In addition, because of its importance, it's considered the first basic skill through which the team can achieve victory in the match. Shooting in basketball is the affecting factor on the outcome of the match, its importance is in shooting the ball towards the basket to gain a larger number of goals than the other opposing team, and this depends on the ability to shoot towards the basket. Also, the skills of shooting and dribbling are among the most common skills, due to the possibility of using them in most playing situations. They are among the important kinetic skills in basketball, as dribbling aims to end by passing or shooting at the basket of the opposing team, which is one of the most important duties in playing basketball. Where the outcome of the match depends on the success of this skill, and for this, performance requires a great deal of balance that helps the player to control his movements and change his body while jumping.

Al-Khouli and Al-Shafi'i (2009: 92) mention that training which is planned away from capabilities, inclinations, directions, preparations, desires, and actual needs of the learners cannot achieve its goals, no matter how good and proficient it is. On the other hand, when the coach knows their attitudes, tendencies, and values makes it more effective in communicating and interacting with them. It also helps learners form positive attitudes towards the subject and towards the coach.

Al-Sayeh (2002: 17) indicates that the trainer's familiarity with the various methods of the junior and the full awareness of the importance of each method is necessary to choose what is appropriate in the training situation.

The objectives to be achieved, the experiences and the levels of the juniors include the nature of the program that the coach is training, the material and the human capabilities.

Galligan (200 AD: 457) mentions that developing the sense of the junior through feedback will enable him to feel the performance, and increase his ability to compare his current sense with his previous experiences, which is necessary during the initial stages of skill training and to eliminate differences from correct performance and remove errors in the following attempts.

In addition, Shaba (2017: 71) mentions that good balance, in both its fixed and mobile parts, is one of the important variables that play a major role in most sports activities. As it allows the possibility of maintaining the body position while standing or moving when performing many required and appropriate responses to movements and positions with distinction for types of exercises which is associated with mastering the technical aspects and performing them easily.

Both Baumgartner & Jackson (2002: 235) agree that balance is the ability to maintain the balance of the body in steadiness or during movement from one point to another, and it is one of the most important qualities in improving skillful performance.

Hassanein, (2003: 14) confirms that the balance of the feet movements in basketball is the ability of the player to maintain the position of the body without falling with the possibility of performing various techniques (offensive and defensive), whether from stability or moving in different directions, and represents the balance of the movements of the feet. Therefore, the balance of the movements of the feet must be trained on it and work on improving it to develop the skill side of the player, and if the player has the ability to maintain the balance of the feet movements more than the opponent, then this gives him the advantage in winning.

Abdel-Khaleq (2005: 139) indicates that balance is the starting point for kinetic performance. It has a role in performance in which the center of gravity of the body changes for the pivot point.

Ali (2013: 8) adds that dynamic balance is important and necessary, especially for activities that require movement in a narrow space with a sudden change in movements in which the player loses his balance, and there is a need to quickly

restore this balance to start a new movement.

Abu al-Yazid (2003: 35) adds that balance is one of the basic physical attributes. Experiments and objective observation have shown that a player cannot perform any sporting movement properly if it is not associated with balance during its performance. The accuracy of skillful performance is linked to the player's ability to balance during the performance of the skill.

(Margarita 9:2004) emphasizes the importance of balance in the performance of kinetic skills, especially in activities that require a sudden change in movements, and the need to benefit from this balance quickly to start a new movement, and that each type of sports activity requires a special kind of balance.

Study Problem

The researcher conducted an exploratory study in order to identify the percentage of skillful performance (shooting and dribbling). The 10 female students of the Faculty of Physical Education at Al-Aqsa University in basketball, and the exploratory study were conducted on 9/1/2022 AD.

It is clear to us from the results of the initial exploratory study and through the correction percentages that the average test scores for the study sample according to the test standards ranged between weak to average. That shows us the deficiencies in the skills of shooting and dribbling in basketball on the random sample of the study community. So, this prompted the researcher to address this problem and propose some solutions training and subject it to scientific foundations, which represent an important aspect in the basketball training process.

The Study hypotheses

1. There is a statistically significant difference at the level (α ≤ 0.05) in the average grades of the experimental group and the controlled group in the pre and post measurements in favor of the post measurement and in favor of the experimental group in the level of basketball dribbling skill performance.

2. There is a statistically significant difference at the level (α ≤ 0.05) in the average grades of the experimental group and the controlled group in the pre and post measurements in favor of the post measurement and in favor of the experimental group in the performance level of the basketball shooting skill.

The Study Objectives:

The study seeks to achieve the following objectives:

1. Improving the shooting skill of female basketball students in the College of Physical Education.

2. Improving the dribbling skills among female basketball students in the Faculty of Physical Education.

3. Improving kinetic balance component.

The Study Importance:

The importance of the study lies in the following points:

1. The study is a new scientific addition in the field of women's basketball in Palestine.

2. Identify the effect of a physical component, which is the kinetic balance, on some basketball skills.

3. The study is an organized scientific attempt to raise the level of skills of female basketball students in the Faculty of Physical Education, which may provide an opportunity to choose the best models in the future.

4. The practical importance of the study lies in the possibility of benefiting the coaches and those interested in it in the field of basketball.

5. The practical importance of the study lies in the possibility of directing the attention of researchers to address such topics in different ages, especially in Palestine.

The Study Limits:

The current study is limited to the following limits:

Objective Limit: Designing a training program using kinetic balance exercises to develop dribbling and shooting skills in basketball.

Human Limit: The human limit was limited to a sample of (20) female basketball students in the Faculty of Physical Education, the second level of the basketball course, whose ages ranged between (19-20).

Spatial Limit: The basic study was applied in the gymnasium of the Faculty of Physical Education at Al-Aqsa University.

Time Limit: The study was applied in the first semester of the year 2021-2022 AD.

The Study Terminology:

Balance exercises: Balance is a product of the work of the neuromuscular system in controlling the center of gravity of the body to place it continuously during movement within the fulcrum (Essam, 2020: 87).

Skill: It is the extent of the efficiency of individuals in performing a specific movement duty. (Hamad, 2002:13).

Dribbling: Dribbling is the only technical means to enable us to run and walk on the field in possession of the ball and the ball must be pushed towards the ground with one hand with fingers wide apart, and this movement will lead the ball in the desired direction, and it is necessary to learn to use both hands. (Abdo, 2018: 40).

The Study Procedures

Study approach: The researcher followed the experimental approach based on the binary design by using the pre and post measurement of two equal groups, controlled and experimental, and the descriptive approach in designing the training program.

Study population: The study was conducted on an intentional sample of (30) female students from the second level in the Faculty of Physical Education at Al-Aqsa University, and the study sample was (75%) from the original community. The sample was distributed into two groups: one is a controlled group of (15) students, and the other is an experimental group of (15) students.

Study sample: The study was conducted on an intentional sample of (20) female basketball students in the College of Physical Education, and the study sample was (60%) from the original community. The sample was distributed into two groups by random assignment: one of them is a controlled group of (10) female students, and the other an experimental group of (10) female students, and the rest of the sample was excluded due to the lack of harmony among them.

Study sample Homogeneity: To ensure that the sample individuals fall under the mediocre curve; the researcher carried out homogeneity among the study sample in some selected variables, such as anthropometric physical measurements, physical variables, and skill variables. This was done by finding the arithmetic average, median, standard deviation, and extracting the torsion coefficient, and table 1 explains this (Table 1).

It is evident from table 1 the statistical description and the torsion modulus of the study sample, in the variables under study that range between (-2.13 - 1.80), which indicates the homogeneity of the sample in those variables, which were confined between (-3, +3).

Adjusting the study variables:

The researcher limited and controlled the study variables that may play a role in the results of the study and affect its objectivity, as follows:

First: Adjusting the variables of anthropometric physical measurements (chronological age, height and weight) (Table 2).

The tabular "t" value at the degree (n-2 = 18) and at the significance level of 0.05 = 2.10 and at the level of 0.01 = 2.88. It is clear from table 2 the "t test" that the value of "t" is not statistically significant at the level of significance (0.05) for all tests. This means that there are no statistically significant differences between the experimental and controlled groups in all variables of anthropometric physical measurements. This indicates that the two groups are equal in all variables of anthropometric physical measurements.

Second: adjusting physical variables

To ensure that equivalence is achieved for the experimental and controlled study groups; the researcher found differences between the two groups in the pre-measurement of some physical variables, as shown in table 3 (Table 3).

It is clear from table 3 the t test that the value of "t" is not statistically significant at the level of significance (α ≤ 0.05) for all tests. This means that there are no statistically significant differences between the experimental and controlled groups in all physical variables. This indicates the two groups were equal in all physical variables.

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Table 1: Homogeneity of the total study sample in each of the variables of anthropometric physical measurements, physical variables, and skill variables (n = 20).

n	Variables	m. unit	arithmetical average	Median	Standard deviation	torsion modulus
	First: Parametric variables: (Anthropometric physical measurements)					
1	Age	Year	18.85	19	0.38	2.13-
2	High	Cm	162.8	163	1.21	0.27-
3	Weigh	Kg	58.7	61	0.89	0.78-
	Second: Physical variables					
1	Board jump standing	cm	120.3	119	4.63	0.53
2	Two hand medicine ball put	M	252.2	249	10.19	0.38-
3	Stand and reach	Cm	48.3	49	3.50	0.23-
4	The 30 meters sprint	Sec	6.5	6	0.50	0.21-
5	Zigzag running between barriers	Degree	15.7	16	1.22	0.37
6	Shoot overlapping shows	Degree	63.4	63	2.02	0.11-
7	Numbered circles	Sec	7.8	7	0.77	0.57
8	Kinetic balance	Degree	6.2	6	0.43	1.24
	Third: Skill variables (dependent)					
1	Inbound dribbling	Sec	12.7	13	0.47	0.66-
2	Dribbling between cones	Sec	6.2	6	0.42	1.24
3	Quick and zigzag dribble between signs	Sec	15.2	15	0.43	1.23
4	Traditional forward shot	Degree	18.8	19	1.28	0.04
5	Jump shot after receiving the ball	Degree	10.9	10	2.98	0.57
6	Jump shot after passing between cones	Degree	10.8	11	2.33	0.03
7	Jump shot with a defender	Degree	7.3	7	1.52	1.80

Table 2: Arithmetical averages, standard deviations, "t" value, and level of significance to identify the differences between the controlled and experimental groups in the variables of anthropometric physical measurements (n = 20).

Variables	Group	Number	ARITHME TICAL AVERAGES	Standard deviation	t	significance level
Age	Experimental	10	18.9	0.33	0.61	not statistically significant
	Controlled	10	18.8	0.43		
High	Experimental	10	171.6	1.37	0.55	not statistically significant
	Controlled	10	171.9	1.12		
Weigh	Experimental	10	62.5	0.95	0.77	not statistically significant
	Controlled	10	62.8	0.76		

Table 3: ARITHMETICAL AVERAGESs, standard deviations, "t" value, and level of significance to identify the differences between the controlled and experimental groups in physical variables (n = 20).

Variables	Group	Number	ARITHM ETICAL AVERAGES	Standard deviation	t	significance level
Board jump standing	Experimental	10	118.9	4.95	0.331	not statistically significant
	Controlled	10	119.6	4.50		
Two hand medicine ball put	Experimental	10	248.9	11.86	0.544	not statistically significant
	Controlled	10	251.4	8.40		
Stand and reach	Experimental	10	47.4	3.41	0.187	not statistically significant
	Controlled	10	47.1	3.76		
The 30 meters sprint	Experimental	10	6.5	0.53	0.429	not statistically significant
	Controlled	10	6.6	0.52		
Zigzag running between barriers	Experimental	10	16.7	1.25	0.178	not statistically significant
	Controlled	10	16.6	1.26		
Shoot overlapping shows	Experimental	10	62.2	2.20	0.435	not statistically significant
	Controlled	10	62.6	1.90		
Numbered circles	Experimental	10	7.7	0.67	0.325	not statistically significant
	Controlled	10	7.6	0.70		
Kinetic balance	Experimental	10	6.3	0.48	0.493	not statistically significant
	Controlled	10	6.2	0.42		

Note: The tabular "t" value at the degree (n-2 = 18) and at the significance level of 0.05 = 2.10 and at the level of 0.01 = 2.88.

Third: Adjusting skill variables

To ensure that equivalence is achieved for the experimental and controlled study groups; the researcher found differences between the two groups in the pre-measurement of some selected skill variables (under study), as shown in table 4 (Table 4).

It is clear from table 4 the "t test" that the value of "t" is not statistically significant at the level of significance (0.05) for all tests. This means that there are no statistically significant differences between the experimental and controlled groups in all skill variables. This indicates the two groups were equal in all skill variables.

Data collection means and tools: The researcher relied on the following means and tools to collect information and data related to this study:

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Table 4: Arithmetical averagess, standard deviations, t-value, and significance level to identify the differences between the controlled and experimental groups in skill variables (n = 20).

Variables	Group	Number	ARITHME TICAL AVERAGES	Standard deviation	t	significance level
Inbound dribbling	Experimental	10	13.7	0.53	0.457	not statistically significant
	Controlled	10	13.8	0.49		
Dribbling between cones	Experimental	10	6.3	0.41	0.491	not statistically significant
	Controlled	10	6.4	0.43		
Quick and zigzag dribble between signs	Experimental	10	15.1	0.47	0.483	not statistically significant
	Controlled	10	15.1	0.47		
Traditional forward shot	Experimental	10	18.9	1.42	0.342	not statistically significant
	Controlled	10	19.1	1.26		
Jump shot after receiving the ball	Experimental	10	10.7	3.19	0.22	not statistically significant
	Controlled	10	11.1	2.84		
Jump shot after passing between cones	Experimental	10	10.9	2.48	0.187	not statistically significant
	Controlled	10	11.1	2.41		
Jump shot with a defender	Experimental	10	7.2	1.53	0.148	not statistically significant
	Controlled	10	7.3	1.54		
The tabular "t" value at the degree of freedom (n-2 = 18) and at the significance level of 0.05 = 2.10 and at the level of 0.01 = 2.88.						

1. An expert survey form to determine the most important physical and skill tests in basketball suitable for female students.

2. A form for registering the names and results of the pre and post physical and skill tests for the students of the controlled, experimental and exploratory groups.

Study tools:

- Equipped legal basketball court (basketball board and hoop of legal height)

- computer (laptop)

- printer

- camera

- Measurement tests - stopwatch - Tape measure - basketballs - Medical scale

- Registration Form - cones - Signs - whistle - pens - Swedish seat

- Medicine balls - Bosuball - Air filled cushion balls - Fit ball - A cylindrical plank 4 meters long - A sponge mattress.

Physical and skill tests: The researcher conducted a reference survey on studies and references to identify physical tests related to basketball, such as the study of Lutfi 2022, the study of Dhari (2020), the study of Dawood and Ali (2019), the study of Ruwaished (2019), the study of Musa (2019), and the study of Emad et al. (2017). Al-Shazly (2005), Daoud and Ali (2019) (Youssef, 2020), (Dari, 2020), (Kharibet, 2003), (Saleh, 2014).

After reviewing the references and previous studies, and after surveying the opinions of the experts, (8) physical variables (physical tests) were reached, as well as (7) skill variables (skill tests) as shown in table 5 (Table 5).

Selection of assistants: The researcher chose a group of female assistants from the Faculty of Physical Education, and they were introduced to the aspects of the study, its objectives, and how to measure physical and skill tests. Also, they helped in preparing the necessary tools in the study process.

Survey Studies

The second survey

The researcher conducted an exploratory study, before starting the original experiment, on a sample of (7) female students from outside the basic study sample, at the Faculty of Physical Education, on Thursday (11/4/2021).

The results of the first survey revealed:

- Ensure the safety of the tools and devices used in the tests.

- Understand the survey sample how to perform the tests.

- Know the time taken to perform the tests.

- Identify the appropriateness of the selected exercises and their applicability.

The third survey

The researcher conducted the second exploratory study, on Monday (8/11/2021), on a sample of (7) female students from outside the study sample, who are the same as the first exploratory sample, at the Faculty of Physical Education. The study included the application of a training unit from the program aiming to:

- The content of the training program should be appropriate and suitable for the age group (study sample).

- It is necessary to identify the difficulties that the researcher may face when applying the program.

- The training program, the validity and appropriateness of the place must be confirmed.

- Ensure that the training program can be implemented.

- Explain the instructions and students' understanding of the technical issues associated with each training.

- Determine the time to implement the skills under study.

- Arrange the use of divisions for the training style in the program in an appropriate manner to their age.

Scientific Transactions for Skill Tests

The researcher sought to adopt the scientific foundations in the process of applying the tests, despite the fact that they are standardized tests for determining the practicality of these selected tests and their suitability for the age group.

Tools Validity (tests)

Judges validity: To ensure the validity of the tests, the researcher relied on judges validity, as it relied mainly on the extent to which the test could represent the situations and aspects that it measures in an honest and homogeneous representation to achieve the goal for which it was set, and the objectives of the tests were defined clearly and in detail. The study was conducted by a group of judges and specialists in the field of curricula, teaching methods, testing and measurement, and the field of basketball and sports training. They numbered (10) judges, and they were asked to express their opinions and suggestions. They agreed that these tests reflect the motor and skill reality to be measured, and a number of sources that proved that these tests measure this characteristic.

Tool subjective validity: The researcher applied skill tests, represented in (inbound dribbling, dribbling between cones, jump shot with a defender, traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs) on an exploratory sample from the study population. On the other hand, the original sample, which is (7) female students from the Faculty of Physical Education, and the tests were re-applied to the same group with a time interval of (15) days between the two applications, and validity was found by calculating the square root of the stability coefficient resulting from the application the

Table 5: The percentage of expert agreement in the physical and skill tests and measurements used under study.

n.	Physical & skill test	test	unit	Percentage
The physical abilities under study and the tests used in the measurement (n = 5)				
1	The distinguished strength of the legs speed	Board jump standing	cm	90%
2	The distinguished strength of the arms speed	Two hand medicine ball put	m	90%
3	Frontal flexibility	Stand and reach	cm	90%
4	Speed	The 30 meters sprint	sec	90%
5	Agility	Zigzag running between barriers	degree	90%
6	Precision	Shoot overlapping shows	degree	90%
7	Compatibility	Numbered circles	sec	90%
8	Balance	Kinetic balance	degree	90%
The skill tests under study and the tests used for measurement (n = 5)				
9	Dribbling	Inbound dribbling	sec	90%
10		Dribbling between cones	sec	90%
11		Quick and zigzag dribble between signs	sec	90%
12	Shooting	Traditional forward shot	degree	90%
13		Jump shot after receiving the ball	degree	90%
14		Jump shot after passing between cones	degree	90%
15		Jump shot with a defender	degree	90%

Table 6: Subjective validity coefficients for skill tests under study.

Variables	Stability coefficients	Subjective validity
Inbound dribbling	0.999	0.999
Dribbling between cones	0.919	0.959
Quick and zigzag dribble between signs	0.997	0.998
Traditional forward shot	0.994	0.997
Jump shot after receiving the ball	0.996	0.997
Jump shot after passing between cones	0.995	0.997
Jump shot with a defender	0.995	0.996

test is then re-applied. Table 6 shows the scientific coefficients for the validity of the tests (Table 6).

Table 6 shows that the validity coefficients for the skill tests ranged between (0.919 - 0.999), which are high values that indicate that the scale is characterized by a good degree of subjective validity. It was achieved by finding the square root of the stability coefficient.

Stability of tests: The researcher calculated the stability coefficient using test applying method and then re-applying it within (15) days between the two applications on the same first (Test-Retest) sample of (7) female students. As it is from the study community, and from outside the original study sample represented by the Faculty of Physical Education, taking into account the standardization of the same measurement conditions and using the same tools and assistants. The correlation coefficient was calculated between the first and second applications using the Pearson correlation coefficient. Table 7 shows the stability coefficients for the skill tests under study (Table 7).

Table 7 shows that the stability coefficients between the scores of the first and second application of skill tests ranged between (0.919-0.999), which are significant and high values indicating that the tests are characterized by a good degree of stability.

Program design based on kinetic balance exercises:

The researcher identified the general objectives of the program in three objectives:

Cognitive objective: It includes providing students with information and knowledge of concepts and facts related to the importance of the skills of dribbling and shooting in basketball, and their impact on performance and the outcome of matches and their important role in determining the winner of the matches.

Skill objective: It includes improving the motor balance component of the female students (the experimental group) and improving the skills of shooting and negotiation.

Affective objective: It includes the students (the experimental group) acquiring positive attitudes towards the use of motor balance exercises

in training the skills of dribbling and shooting in basketball, which achieves satisfaction with the training at the end.

Fundamentals of the program based on kinetic balance exercises:

The program based on kinetic balance is based on a set of fundamentals, as follows:

1. Achieve the objectives for which it was set.

2. The content of the program is suitable for the study sample.

3. Determine the content and timing of the training unit.

4. Determine the chronological periods for the program and the appropriate training loads and rest periods.

5. Determine the training methods used.

6. Take into account training principles (privacy, overload, adaptation, gradation).

7. Determine the types of correction under study.

Training program planning: The researcher used scientific studies, research and multiple references that targeted and dealt with training programs in some team games in general and basketball in particular for the purpose of developing shooting in basketball, both Arab and foreign, such as Rabha Muhammad Lotfi (2022 AD) and Muhammad Abdul Rahim (2009).

Time and number of training units for the program based on kinetic balance exercises: Based on the results of the reference survey that the researcher carried out to determine the time period of the program and through studies related to basketball, as shown in previous studies, such as the study of Dhari (2020), the study of Daoud and Ali (2019), the study of Ruwaished (2019), and the study of Emad and others (2017). Most of the relevant studies agreed. That the students of this stage need to practice activities that give them the opportunity to spend as much time as possible through active and energetic activities, and the time of the training unit is (60 minutes) at the rate of (3) units per week.

Based on the above; the researcher conducted a reference survey of studies and research that dealt with the design of training programs. The researcher reached a vision of the training program in terms of volume, density, and intensity, and determined the content of the program for experts in the field of specialization. Moreover, to reformulate, modify and put it in its final form. The duration of the program is two months distributed over (8) weeks, and the number of weekly training times is (3) training units, with (24) training units for the experiment, and the unit time is (60 minutes).

Parts of the training unit: The studies conducted in the sport of basketball agreed that the training unit is divided into three parts:

Part One: Administrative Work, Warm-up and Conditioning:

It includes physical and physiological preparation exercises for the body's systems to practice the activities that will be included in the training unit. It is divided into three sections:

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Table 7: Re-application stability coefficients for the skill tests under study.

Variables	m. unit	First		Second		stability coefficients	significance level
		x	±z	x	±z		
Inbound dribbling	sec	13.07	0.204	13.02	0.081	.999**	0.01
Dribbling between cones	sec	6.41	0.342	6.31	0.249	.919**	0.01
Quick and zigzag dribble between signs	sec	14.71	0.666	14.72	0.733	.997**	0.01
Traditional forward shot	degree	19.44	0.984	19.51	0.948	.992**	0.01
Jump shot after receiving the ball	degree	12.01	1.786	11.95	1.847	.998**	0.01
Jump shot after passing between cones	degree	12.01	1.509	12.05	1.502	.997**	0.01
Jump shot with a defender	degree	7.44	0.983	7.40	0.892	.995**	0.01
The tabular t value (n-2 = 4 degrees) at the level of 0.05 = 0.811, and at the level of 0.01 = 0.917							

1. Administrative work (introduction): (5 minutes), which includes setting up and preparing all the tools related to the program, as well as recording attendance.

2. Warm-up and preparation: (5 minutes). It includes flexibility and stretching exercises to prepare the body. It also includes ball sensation exercises.

3. Physical exercises Special physical preparation: (5 minutes). It includes comprehensive and varied exercises from different positions. It serves the skills of passing the chest, dribbling to the middle of the court and back, then dribbling to the end of the court and shooting from the jump in basketball.

The main part: 40 minutes, it includes different exercises related to different training methods for the skills of (inbound dribbling, dribbling between cones, jump shot with a defender, traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs), in the exercises of the kinetic balance in basketball. Also, it includes the exercises to be improved, which have the main impact on achieving the goals of the training unit. This happens by diversifying the use of exercises and tools necessary to implement the exercise so that the gradation in them from simple to complex and from easy to difficult, which contributes to Developing the training status of the players, which represents the largest time in the training unit parts.

The final part: 10 minutes, and includes various exercises such as relaxation exercises, which aim to return the youth to his normal state.

Table showing the basic elements of the training program:

Steps for implementing measurements, tests and training program:

- The survey sample was selected and the second survey was conducted on Thursday corresponding to (4/11/2021).

- The third survey was conducted on Monday (8/11/2021).

- Choose skill tests (inbound dribbling, dribbling between cones, jump shot with a defender, traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs).

- Conduct pre-measurements of the skills (inbound dribbling, dribbling between cones, jump shot with a defender, traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs) on the experimental and controlled groups who are football students Basketball at the Faculty of Physical Education. Their ages range between (19-20) years, and the tests were conducted during two consecutive days (10-11/11/2021).

- Implement the training program for the skills of (inbound dribbling, dribbling between cones, jump shot with a defender, traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs). Which was in the period from (2 /1/2022) until (24/2/2022), and the implementation of the program took (8) weeks, with (3) training units per week, the time of each unit (60 minutes).

- Conduct telemetric measurements of the skills (inbound dribbling, dribbling between cones, jump shot with a defender, traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs) on the experimental and controlled groups. The measurements were taken during two consecutive days (27-28/2/2022).

Data recording: The final review was carried out and the performance of each junior was confirmed for all attempts in physical and skill tests (under

Table 8: Basic elements of the training program.

1	**Program duration**	**8 wk**
2	Number of training units	24 training units
3	Number of units per week	3 units
4	Program training unit time	60 minutes
5	Total number of exercises	248 training
6	Number of exercises in the training unit	10 exercises
7	Training phase	Preparation phase
8	Training methods	High intensity interval training
9	Form bearing unit	2-1

study), and growth rates were recorded in the forms designated for that, in preparation for statistical treatment.

Statistical processors:

To verify the validity of the hypotheses, the researcher used the following statistical methods:

- Arithmetical average, median and standard deviation.

- Torsion modulus.

- Pearson's correlation coefficient to ensure stability.

- Square root of validity check.

- Shapiro-Wilk test to see if the data follow a normal distribution or not?

- t test to reveal the significance of differences between the means of two independent samples.

- t test for the differences between the mean scores of two related samples.

- ETA square: to verify the effectiveness of the program in improving the selected skill variables (under study).

Results Review

Shapiro-Wilk test for a normal distribution

To achieve the objectives of the study, the study tools were applied to the group members, and the obtained data were unloaded using the statistical package for social sciences SPSS, and the Shapiro-Wilk test was used to see whether the data follow a normal distribution or not. It is used if the sample size is less than (50), and it is a necessary test, because most of the parametric tests require that the data distribution be normal, and if the distribution is not normal, the non-parametric tests (Mann and Whitney for two independent samples) and (Wilcoxon for two related samples) can be used for the samples. whose number is less than (30), and table 8 shows the test results, where the value of the significance level for each test is greater than 0.05 (<0.05), and this indicates that the data follow a normal distribution, normal tests can be used and table 8 illustrates this.

Looking at the level of significance in the samples, we find that it is statistically significant, as it is greater than (0.05), and therefore we accept the null hypothesis in the presence of a normal distribution in the tests, and we reject the alternative hypothesis in the absence of a normal distribution, and therefore normal tests can be used (Table 8).

Dribbling Skill Results

It is clear from table 9 that there are differences in the average scores, and that there is an improvement between the pre and post measurements, in the dribbling tests (inbound dribbling, quick and zigzag dribbling between signs

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and dribble between cones) in the pre and post measures of the experimental group; in favor of the post-measurement. Where the improvement rates ranged between (17.6% -17.4%), and the average general improvement rate for the variables combined was (18.3%). The decrease in the standard deviation value of the experimental group in the post-application compared to its counterpart in the pre-application, which indicates an increase in the centralization of scores. The female students are around the average, which proves the lack of dispersion of post application scores, and this indicates the noticeable improvement in the level of skillful performance of the dribbling skill. This confirms that the training program contributed to improving this skill among the respondents (Table 9).

It is noted from table 10 that there is a statistically significant difference at the level of significance (0.05 ≥ α) at the level of significance (0.05 ≥ α) between the experimental and controlled study groups in the post-measurement of the dribbling skill tests (inbound dribbling, quick and zigzag dribbling between signs and dribble between cones). The differences were in favor of the experimental group that studied the program based on motor balance exercises (Table 10).

This indicates the noticeable improvement in the skill performance level of the dribbling skill, and this confirms that the training program contributed to

improving these skills among the respondents (Table 11).

Shooting Skill Results

It is clear from table 12 that there are differences in average scores and an improvement between the pre and post measurements, in the shooting tests (traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs) in the pre and post measurements of the group Experimental. In favor of the post-measurement, where the improvement rates ranged between (22.4-29%), and the average general improvement rate for the variables combined was (24.4%). The decrease in the standard deviation value of the experimental group in the post-application compared to its counterpart in the pre-application, which indicates an increase in the centralization of scores. Female students around the average, which proves the lack of dispersion of post-application scores. This indicates the noticeable improvement in the level of skillful performance of the shooting skill. This confirms that the training program contributed to improving these skills among the respondents (Table 12).

It is noted from table 12 that there is a statistically significant difference at the level of significance (0.05 ≥ α) between the two groups of the experimental and controlled study in the post-measurement of the shooting skill tests (traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs). The differences were in favor of the experimental group that studied the program based on motor balance exercises.

This indicates the noticeable improvement in the level of skillful performance of the shooting skill, and this confirms that the training program contributed to improving these skills among the respondents (Table 13).

Discuss Results

Discuss results of the first hypothesis

There is a statistically significant difference at the level (α ≤ 0.05) in the

Table 9: Shapiro-Wilk normal distribution test.

n.	Variables	Z	Significance
1	Inbound dribbling	0.642	0.804
2	Dribbling between cones	0.582	0.895
3	Quick and zigzag dribble between signs	0.745	0.641
4	Traditional forward shot	0.666	0.776
5	Jump shot after receiving the ball	0.769	0.604
6	Jump shot after passing between cones	0.458	0.981
7	Jump shot with a defender	0.627	0.832

Table 10: Averages, standard deviations, "T" value, and level of significance to identify the differences between the mean scores of the experimental group in the pre and post measurements in the conversational skill (n = 10).

Variables	Applying	N.	ARITHMETICAL AVERAGES	Standard deviation	Diff. of AA	t	Improvement %	significance level
Inbound dribbling	Pre	10	12.6	0.526	2.37	24.13	18.8	Statistically significant at 0.01
	Post	10	10.23	0.359				
Quick and zigzag dribble between signs	Pre	10	5.20	0.431	0.94	9.19	18.0	Statistically significant at 0.01
	Post	10	4.26	0.182				
Dribbling between cones	Pre	10	14.30	0.473	2.51	61.47	17.6	Statistically significant at 0.01
	Post	10	11.81	0.432				

The tabular value of "t" at the degree (n-1 = 9) and at the significance level of 0.05 = 2.262 and at the level of 0.01 = 3.250

Table 11: Averages, standard deviations, "t" value, and the level of significance to identify the differences between the mean scores of the controlled and experimental groups in the post-application of the conversational skill (n = 20).

Variables	Group	N.	ARITHMETIC AL AVERAGES	Standard deviation	t	Significance level
Inbound dribbling	Experimental	10	10.23	0.38	10.78	Statistically significant at 0.01
	Controlled	10	13.09	0.41		
Quick and zigzag dribble between signs	Experimental	10	4.26	0.19	7. 65	Statistically significant at 0.01
	Controlled	10	6.12	0.28		
Dribbling between cones	Experimental	10	11.81	0.43	8.68	Statistically significant at 0.05
	Controlled	10	14.48	0.46		

The tabular value of "t" at the degree (n-2 = 18) and at the significance level of 0.05 = 2.10 and at the level of 0.01 = 2.88.

Table 12: Averages, standard deviations, t-value, and level of significance to identify the differences between the two averages. The scores of the experimental group in the pre and post measurements in the shooting skill (n = 10).

Variables	Applying	N.	ARITHMETICAL AVERAGES	Standard deviation	Diff. of AA	t	Improvement %	significance level
Traditional forward shot	Pre	10	18.77	1.398	-5.58	44.54	23	Statistically significant at 0.01
	Post	10	24.35	1.661				
Jump shot after passing between cones	Pre	10	10.64	3.169	-4.34	9.08	29	Statistically significant at 0.01
	Post	10	14.98	4.429				
Jump shot after receiving the ball	Pre	10	10.25	2.486	-3.11	14.19	23.2	Statistically significant at 0.01
	Post	10	13.36	3.104				
Jump shot after passing between cones	Pre	10	7.11	1.524	-2.05	9.84	22.4	Statistically significant at 0.01
	Post	10	9.16	2.029				

The tabular value of "t" at the degree (n-1 = 9) and at the significance level of 0.05 = 2.262 and at the level of 0.01 = 3.250.

Table 13: Averages, standard deviations, "T" value, and the level of significance to identify the differences between the mean scores of the controlled and experimental groups in the post-application of the shooting skill (n = 20).

Variables	Group	N.	ARITHMETICAL AVERAGES	Standard deviation	t	Significance level
Traditional forward shot	Experimental	10	24.35	1.67	6.677	Statistically significant at 0.01
	Controlled	10	19.79	1.24		
Jump shot after passing between cones	Experimental	10	14.98	4.44	2.131	Statistically significant at 0.05
	Controlled	10	11.05	3.01		
Jump shot after receiving the ball	Experimental	10	13.36	3.11	2.142	Statistically significant at 0.05
	Controlled	10	11.30	2.34		
Jump shot after passing between cones	Experimental	10	9.05	2.04	2.192	Statistically significant at 0.05
	Controlled	10	7.32	1.64		
The tabular "t" value at the degree (n-2 = 18) and at the significance level of 0.05 = 2.10 and at the level of 0.01 = 2.88.						

average scores of the experimental group and the control group in the pre and post measurements in favor of the post measurement and in favor of the experimental group in the level of basketball dribbling skill performance.

The data included in tables 08-10 showed that there are statistically significant differences between the results of all repeated measurements during the program. In favor of the post-measurement when compared to the pre-measurement, in the high level of the students in the skill of dialogue (inbound dribbling, quick and zigzag dribbling between signs and dribble between cones).

Therefore, according to this result, it is clear that the training program using kinetic balance exercises, which the researcher applied to the experimental group, had a positive effect on improving the skill of dribbling.

The researcher attributes this development to the application of the proposed training program, which included exercises and exercises that work to develop the level of balance related to the movements of the feet (forward, backward, left and right sides) for basketball players, with the movements of the feet of basketball juniors.

The element of balance related to the movements of the feet is very important for controlling the muscular and nervous parts of the body in any of the skills. Without balance, it is difficult for the player to carry out the dribbling efficiently and accurately.

The researcher attributes these differences; to the training program and what it contained of kinetic balance exercises related to study skills, which were affected by the stimuli within the program. This led to continuous improvement in the skillful performance of the skill tests.

The researcher also believes that the reason for the improvement in skillful performance is due to the appropriate choice of physical exercises when designing the training program with kinetic balance exercises, which came based on its association with the motor track of the skill of dribbling. This may have a positive and effective effect on improving the skills themselves, and this result is consistent with some previous studies, such as the study of Dhari (2020) in that kinetic balance exercises are the secret of progress for female students. It must be carefully designed, and it must contain exercises concerned with the performance of stable and kinetic balance, as well as attention must be paid to exercises that resemble the conditions of the match whenever possible. Moreover, the exercises must include the element of competition and suspense, as agreed with the study of Imad et al. (2017), in that the use of playing positions in the field, which leads to the creation of various training situations during the performance that helps to develop kinetic and skill abilities. This helps to develop kinetic and skill abilities; that makes it possible to anticipate difficult movements, and to rely on balance exercises in building a training plan for female students. As it works to develop different stimuli for female students and develop a sense of place and time and coordination of all parts of the body, and to exploit these exercises in a way that helps balance, as well as with the study of Daoud and Ali (2019). In the existence of improvement rates in the playing positions in the skill tests of dribbling with basketball after applying the training program designed from the kinetic balance exercises. Paying attention to the variety of means and methods of developing kinetic balance because of its importance in improving the skillful performance of the debate and in building a training plan for basketball students.

It also agrees with the study of Ruwaished (2019) in the presence of a positive effect of the training program using kinetic balance exercises, as it acquires the harmonious factor in the students, and in increasing the ability to integrate skillful performances into one frame that is characterized by speed, fluidity, and balance; in proportion to the playing situations.

The researcher believes that the exercises included in the program had a positive impact on the skills, and this is due to the trainings included in the program; with the aim of accommodating the implementation of the correct skillful performance under the conditions of the match variables, which greatly affected the improvement of the level of skillful performance.

Thus, the validity of the first hypothesis is fully proven, as there are significant differences at the level (α ≤ 0.05) in the average scores of the experimental group and the controlled group in the pre and post measurement statistically in favor of the experimental group in the basketball dribbling skill.

Discuss Results of the Second Hypothesis

There is a statistically significant difference at the level (α ≤ 0.05) in the mean scores of the experimental group and the controlled group in the pre and post measurements in favor of the post measurement and in favor of the experimental group in the performance level of the basketball shooting skill.

The data included in tables 11, 12 showed between the average scores of the students of the experimental group (which uses motor balance exercises) in the performance level of the shooting skill for basketball in the pre and post measurements, and that there are statistically significant differences between the results of all repeated measurements during the program. Where the significance of the differences between the averages showed that there were statistically significant differences. In favor of the post-measurement when compared to the pre-measurement, in the high level of female students in the shooting skill (traditional forward shot, jump shot after receiving the ball, jump shot after passing through barriers, and fast dribbling and zigzagging between signs).

Therefore, according to this result, it appears that the training program using kinetic balance exercises, which the researcher applied to the experimental group, had a positive effect on improving the aiming skill.

The researcher attributes these differences to the effect of the proposed training program by using the proposed program and taking into account the gradual load and its use of the appropriate training method. And the formation of intervals between exercises and groups, which included balance exercises that depend on various exercises that work on developing the variables under study, and using these exercises to encourage players to continue in performance, which made training more effective and vital, and one of the most important factors for the success of training programs.

The researcher attributes the increase in the percentage of improvement to the testing, rationing, and implementation of balance exercises through the matching of the kinetic path of these exercises of rolling, line, or rotation with the partially similar kinetic paths used in the movements of the feet of basketball players and the skills associated with these movements.

The researcher attributes these differences; to the training program and what it contained of kinetic balance exercises related to skillful performance, which were affected by the stimuli within the program; this led to continuous improvement in the skillful performance of the skill tests.

The kinetic balance training had a positive impact on the development of the motor capabilities of the muscles that work to contract and relax the muscles according to the rapid kinetic balance in the shortest possible time. The greater the muscle's ability to stretch and fit, the greater the chance of a balanced and rapid muscle contraction.

Studies such as: the study of Al-Kaabi (2019), the study of Fares (2019), the study of Hussein (2019), the study of Dawood and Ali (2019), and the study of Ruwaished (2019) confirm that training on motor balance, which aims to achieve a specific goal in the type of specialized sports activity. Also, it works to develop the goal to be achieved with a high economy of effort, money and time, while giving positive results in increasing the desire and readiness for training, and thus raising the physical level and skill performance with high

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efficiency. Moreover, the kinetic balance exercises, whose exercises were characterized by instability, which requires students to have a high ability in the kinetic system and the balance system. Therefore a great effort is made when performing movements in different parts of the body and in different directions at a high speed, which increased the cognitive ability of the motor sense and the development of the balance system To work in different directions to maintain balance and enhance the students' ability to control their movements.

And the study of Dhari (2020), which confirms that kinetic balance exercises are the secret of progress for young people, and it must be carefully designed, and contain exercises concerned with performing static and mobile balance. As well as attention must be paid to exercises, that resemble the conditions of the match whenever possible. The exercises must also include an element Competition and suspense, as agreed with the study of Imad et al. (2017), in that the use of playing positions in the stadium leads to the creation of various training situations during the performance, which helps to develop kinetic and skill abilities. This enables the expectation of difficult movements, and reliance on balance exercises in building a training plan for female students. As it works to develop different stimuli for female students, develop a sense of place and time, and the coordination of all parts of the body, and exploit these exercises in a way that helps balance. As well as with the study of Ruished (2019) in the presence of Percentages of improvement in playing positions in basketball shooting skill tests after applying the training program designed from kinetic balance exercises.

Thus, the first hypothesis is fully validated, as there are significant differences at the level (α ≤ 0.05) in the average scores of the experimental group and the controlled group in the pre and post measurement statistically in favor of the experimental group in the basketball shooting skill.

Study Conclusions

Through what has been achieved of the study hypotheses and according to what the results of the statistical analysis indicated, and in light of the presentation and discussion of the results and within the limits of the study sample and the tools used, the researcher was able to reach that:

- The training program using kinetic balance exercises improved the balance component by (21.2%) among the students of the Faculty of Physical Education in favor of the post measurement.

- The training program using kinetic balance exercises resulted in an improvement in shooting accuracy by (24.4%) among the female students of the Faculty of Physical Education in favor of the post measurement.

- The training program using kinetic balance exercises led to an improvement in the skill of dribbling at a rate of (18.03%) among the female students of the Faculty of Physical Education in favor of the post measurement.

Study Recommendations

Based on what was indicated by the results of the study and within the limits of the study sample, the researcher recommends the following:

First: Recommendations for trainers

1. Be guided by the scientific bases for building the training program (as was done in the design of the kinetic balance training program) for the skillful performance of basketball for the different age stages.

2. Apply the program used in the study to similar basketball teams during training.

3. Use kinetic balance exercises in basketball training; this has a positive effect on improving the basic skills of female basketball students.

4. Clarify the importance of motor balance exercises from a functional and physiological point of view for the trainer.

Second: Recommendations for researchers

1. Conduct similar research on the same subject for juniors in multi-skills training in addition to shooting and dribbling.

2. Hold seminars and courses that seek to hone the capabilities of trainers and teachers in the use of motor balance exercises, which have been adopted in the study program in other games.

3. Conduct studies related to motor balance exercises in developing defensive skills in various stages of basketball.

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